



Organizing for MEAP

Why go this route?

- Because MEAP is aligned with the Michigan Curriculum Framework.
- Because when students do their best on MEAP, we get a better read on what part of the curriculum they understand. MEAP data that reflects students' best can help a school...
 - Show gains in student achievement
 - Identify trends or gaps in curriculum or instruction
 - Comply with state and federally required testing requirements
- Because staff members working hard in your school deserve to know that they're focused on the right things, so that succeeding will lead to concrete and visible results.

You'll know you've arrived when...

- The entire school community is knowledgeable about MEAP and what it measures.
- All members of the school community understand their roles in administering and taking MEAP.
- Your curriculum is aligned to the Michigan Framework and GLCE's.
- Your students are familiar with the full range of the Michigan Framework's formats.
- Your School Improvement Plan includes action plans tailored to the gaps and challenges faced by your particular students.
- The School Improvement Team trusts MEAP data as a way of testing the effectiveness of your action plans.

Construction Zone

It's About TIME


- Aligning curriculum (Step 2) may be a year-long process if you are doing it yourself, without a district-provided pacing guide. Be patient with yourselves; it needs to be done.
- Surveying instruction (Step 3) or assessment practice might take 1-2 weeks; copying and distributing the packets another week, and the reflective conversation in which you pick a shared improvement will take 1-2 meetings.
- Analyzing MEAP performance (Step 5) and selecting focus areas, strategies and follow-up tools and methods is often done during a 1-2 day retreat during the summer.
- Planning logistics and how to communicate them (Step 9) may take 2-3 hours.

Potential COSTS

- Possibly refreshments for a parent event.
- Posters, newsletters and flyers to promote understanding of roles.

The Process

A step-by-step guide to getting organized for MEAP.

NOTE: Steps marked with a  are accompanied by one or more inserts, included in this packet.

1 **Be clear who is responsible** for decision-making about MEAP.

Consider whether you want to set up a team specifically focused on this task. If so, see Packet 8:1 “Setting up School Decision-Making Teams.” Other options might be the principal working with each grade-level team to do these steps, or the School Improvement Team undertaking these efforts.

2 **Ensure that curriculum is aligned** with Michigan’s Framework and GLCE’s.

MI-Map Packet 6:1 “Planning Your Move Towards Standards” offers ways to ensure this, unless your district has designed pacing guides or other methods.

3 **Ensure that instruction is aligned** with Michigan’s Framework—and with chosen focus areas if you have named them previously.

INSERT A for Step 3 offers a tool that each teacher can fill out. The principal or grade-level leaders can collect and distribute a packet of all profiles to the entire staff, as a basis for conversation about aligning MEAP activities and practices.

INSERT B for Step 3 is a concise set of suggestions for aligning Language Arts instruction.

4 **Ensure that classroom assessment practices are aligned** with Michigan’s Framework.

Even if you have worked hard to align curriculum and instruction, if your classroom assessment practices don’t use the Michigan Framework’s 7 assessment standards, your students won’t be familiar with the kind of higher-order thinking skills they’ll be asked to display on MEAP.

INSERT A for Step 4 offers examples of prompts that incorporate the standards; INSERT B organizes higher-order thinking tasks and products around Bloom’s Taxonomy; INSERT C is a classroom profile that could be collected from individual teachers, copied and distributed for discussion. Choose the method your staff prefers, and agree on a way to be accountable to each other for trying these assessments and discussing what you learn.

5 **Choose (or revise) focus areas** based on strengths and challenges from past MEAP tests.

INSERT A for Step 5 suggests a series of reflective questions to pinpoint where you want to focus.

6 **Agree on shared strategies** to address focus areas.

INSERT A for Step 6 is a worksheet that draws classroom and grade-level implications from a chosen focus area. INSERT B is a worksheet for recording and assigning responsibilities for tasks.

7 **Collect data** about how the strategies work.

MI-Plan gives steps for asking questions about when strategies are actually being used, what is being learned from them, and whether expected results are seen.

8 **Clarify roles** for everyone in the community.

See INSERTS for Step 8 that suggest parent newsletter and parent night ideas, a student compact, and “tips” sheets for principal, teachers, parents and students.

9 **Make sure logistics are clear** and everyone understands them in advance.

See INSERTS for Step 9 that suggest scheduling tips, and a format for communicating the schedule to teachers and parents. Proctors also need to understand the MEAP Proctors’ Guide.

Getting more mileage from MEAP organization

*How getting organized for MEAP benefits your
school in regard to the following initiatives:*

No Child Left Behind (NCLB)

- NCLB, Section 1111(b)(2)(A) and Section 1111 (b)(2)(C)(i), requires each state apply a single statewide accountability system to all public schools regardless of receipt of Title I funds. MEAP is Michigan's system, so Adequate Yearly Progress (AYP) is based primarily on that assessment.
- Annual Testing will soon be required in reading and math, grades 3-8. You'll be better prepared to address those requirements if you have a solid system for aligning with MEAP in place.

Education YES!

- Two thirds of a school's report card grade is determined by performance on the MEAP test. Until 2006-7 schools will receive grades on their MEAP Achievement Status and MEAP Achievement Change. After 2007, an individual student's performance on the MEAP over time will also be computed and factored into the report card grade.
- Your EducationYES! self assessment can reflect ideas and strategies developed in this packet's process.

MI-Plan

- *Step 8, Pages 1-15 Evaluate Impact on Student Achievement. This step provides guidance for a school to evaluate its school improvement plan with student achievement on MEAP as well as classroom, district and school-based assessments.*



Resources

Books

Michigan MEAP Coach

Education Design—S&K Learning.
(313) 259-0749

Includes Instructional supplements that offer content and strategy guidance and practice tests in reading, mathematics, writing, and science at a variety of grade levels.

Test Ready

Curriculum Associates. (800) 225-0248

Content reviews and practice tests in mathematics and reading.

Successful Test Taking

Leadership Resources. 810/985-3700

Comes with a teacher's guide, packs of 35 practice exercises and answer sheets for mathematics, reading and science.

People

Specialists

Most Intermediate School Districts have a specialist working with schools on MEAP preparation in their service areas.

Coaches

The *Alliance for Building Capacity in Schools* website lists coaches whose training has been provided by Michigan State University and supported by the Michigan Department of Education. Some are active in aligning practice with MEAP principles in Michigan schools. Please visit:

www.abcscoaches.org

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